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ABSTRACT

An approach to mapping work in the elementary classroom is presented. Described is a sixth-grade class working with mapping activities for the first time over a three-week span. Activities described include mapping cf a classroom, the importance of a key, and important map characteristics. (DS)

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# making maps

Elementary Science Study

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**THE MAPPING UNIT**  
**Teacher's Guide for Mapping**  
**Mapping Games**  
**Making Maps**  
**Class Kit for Mapping**

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# **preface**

The Elementary Science Study is one of many curriculum development programs in the fields of science, social studies, and mathematics under preparation at Education Development Center, Inc. EDC (a private nonprofit organization, incorporating the Institute for Educational Innovation and Educational Services Incorporated) began in 1958 to develop new ideas and methods for improving the content and process of education.

ESS has been supported primarily by grants from the National Science Foundation. Development of materials for teaching science from kindergarten through eighth grade started on a small scale in 1960. The work of the project has since involved more than a hundred educators in the conception and design of its units of study. Among the staff have been scientists, engineers, mathematicians, and teachers experienced in working with students of all ages from kindergarten through college.

Equipment, films, and printed materials are produced with the help of staff specialists, as well as of the film and photography studios, the design laboratory, and the production shops of EDC. At every stage of development, ideas and materials are taken into actual classrooms, where children help shape the form and content of each unit before it is released to schools everywhere.

# **acknowledgments**

*Making Maps* records a series of mapping activities which took place in Bruce Whitmore's sixth grade in the Carr School in Newton, Massachusetts. I photographed the class over a three-week period. The photos were mounted and captioned by Beth Barth for a workshop display. Ann Mellor prepared this booklet from the display, and Nancy Weston designed the cover.

John Merrill

# introduction

*Making Maps* illustrates one of several approaches to mapping work in the classroom. It is a companion to MAPPING.

The following pages show a sixth grade class working with mapping activities for the first time over a three-week span. The children met four times a week for 40-minute periods.

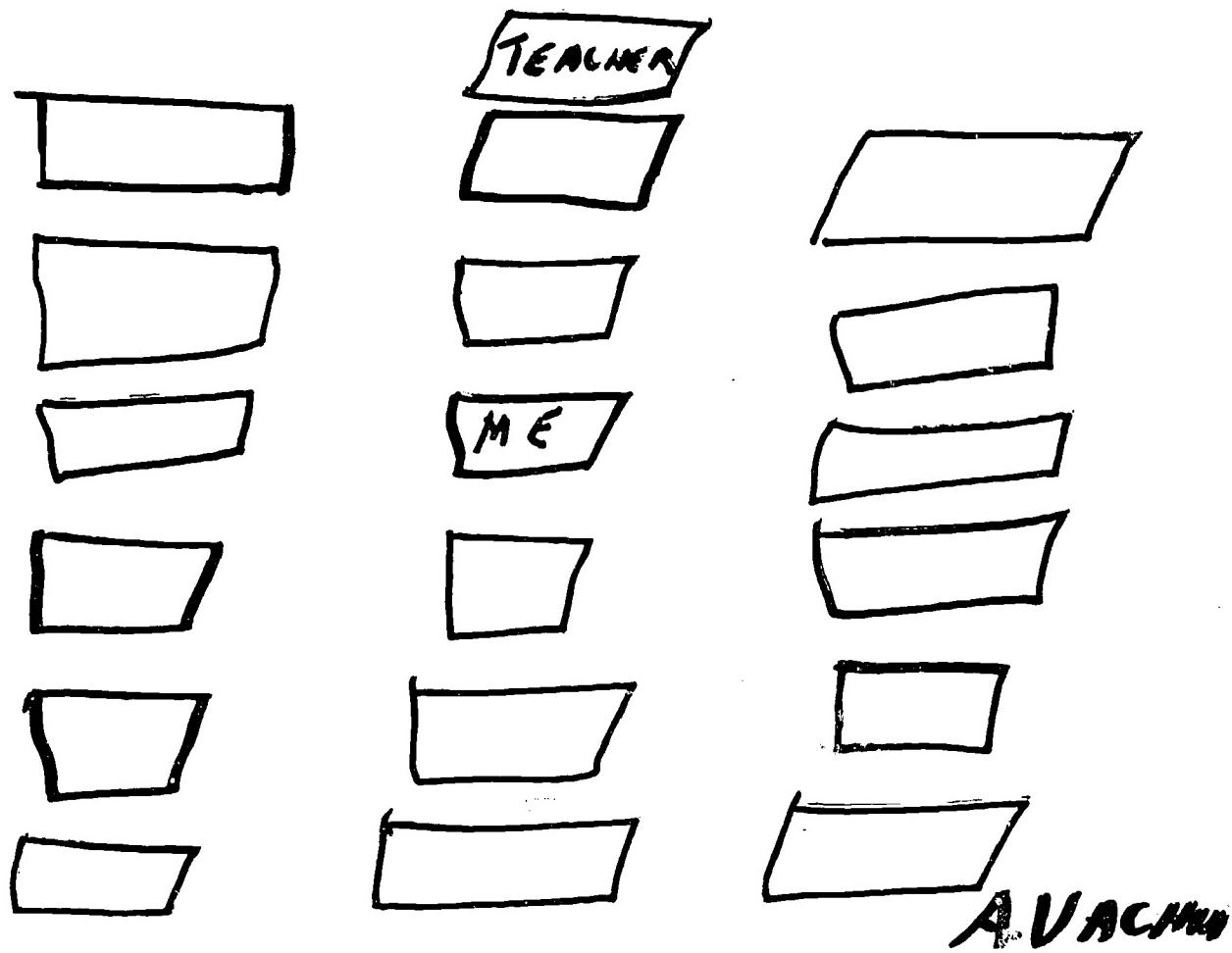
There was little formal introduction. The teacher handed out the materials for the first activity and asked, "Can you draw a map of the classroom?"

Children worked singly, in pairs, or in groups. The teacher moved around the room and watched the children at work. When he felt a student needed help, he asked him a question that he thought might help him look at his problem from a fresh perspective. When he felt that the students had gone as far as they could with a given problem, he proposed a new one and made additional materials available as they were needed.

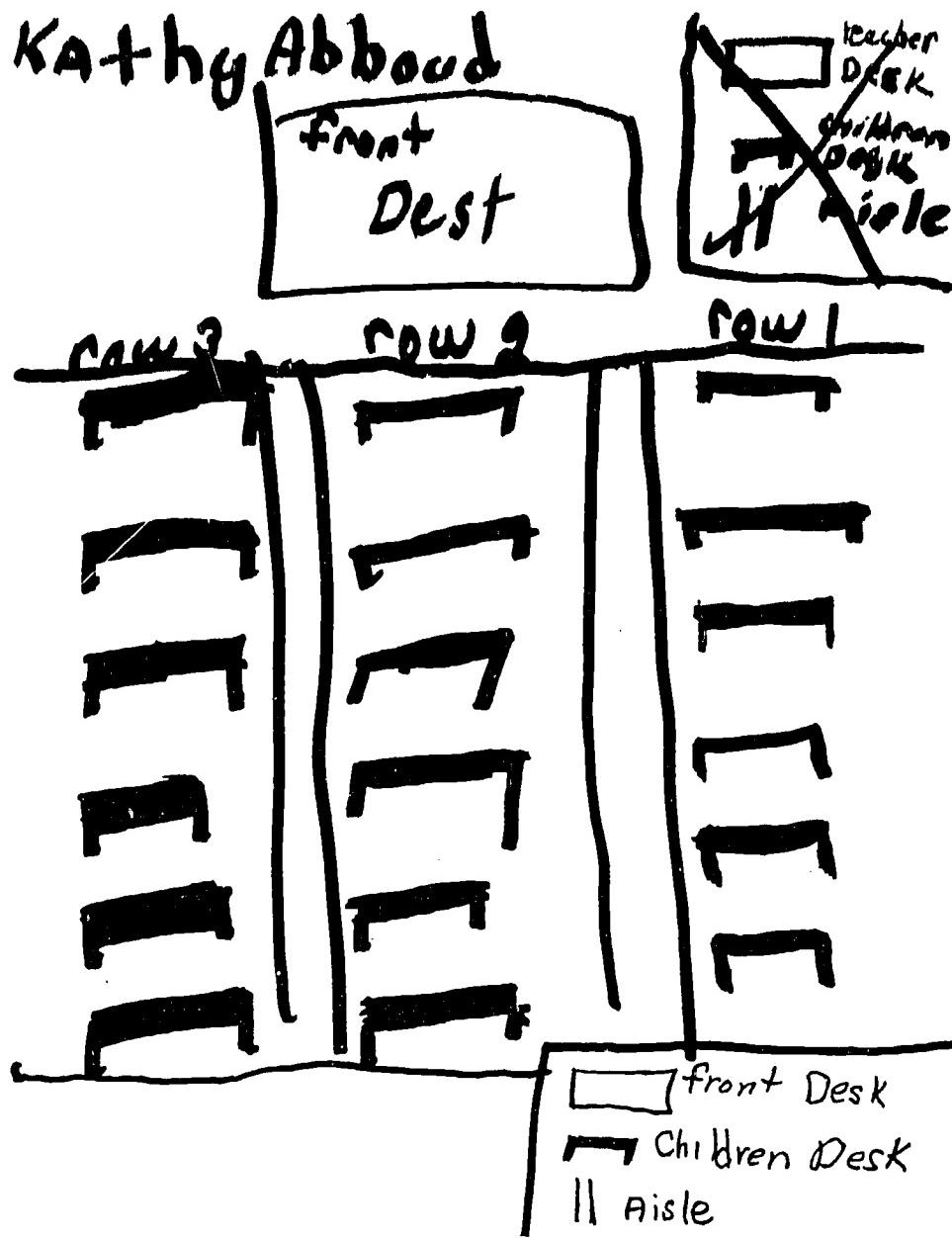
# can you draw a map of the classroom?

## Materials

drawing materials  
paper  
rulers (if the children want them)

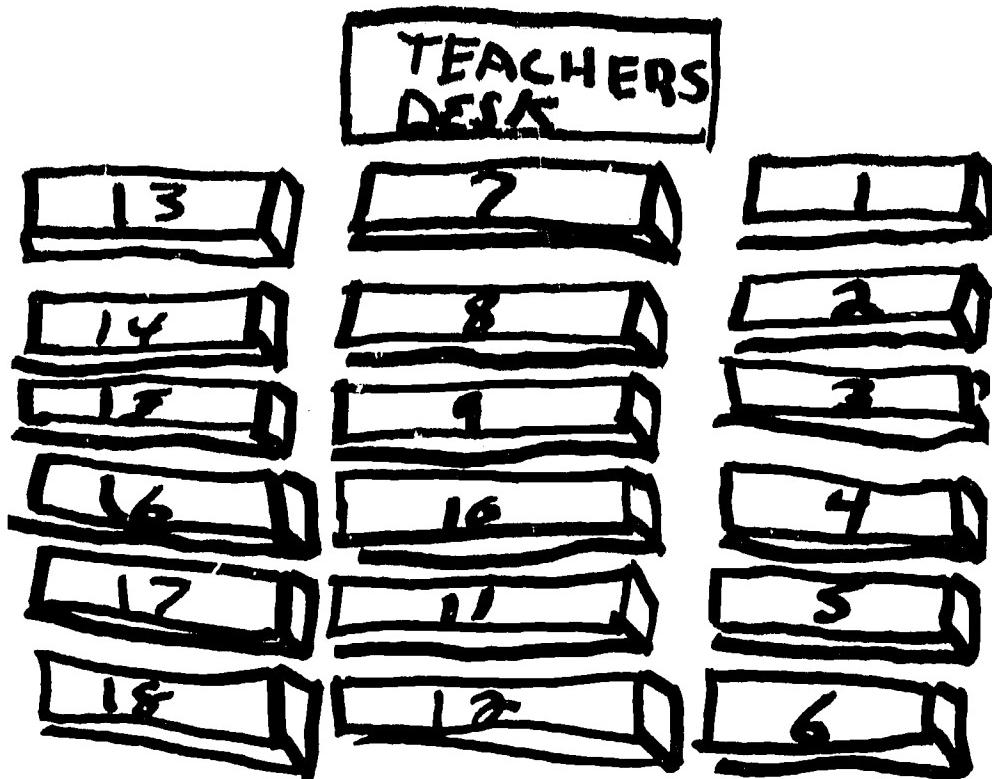


If no one told me what this was a map of, would I know from looking at your map?



Are all the desks the same size?

Where were you when you mapped the room—on the ceiling or at your desk?



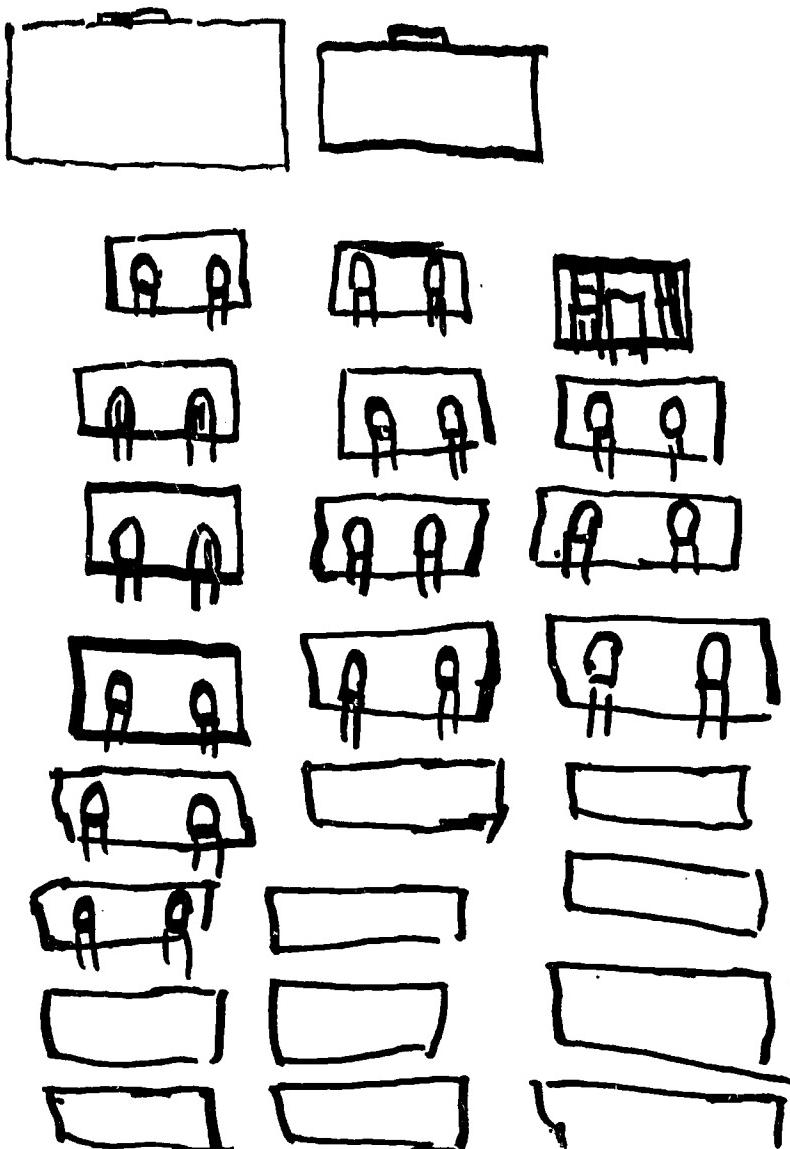
KEY

Row 1 Has 6 People  
 Row 2 11 People  
 Row 3 11 People

Are those desks or boxes? How can I tell?

Did you plan how much room you'd need to fit the right number of desks into your map?

If we were in the room you drew, would we have space to do anything but sit at our desks?



Why is it helpful to have a map key?

# **how can four people copy this drawing?**

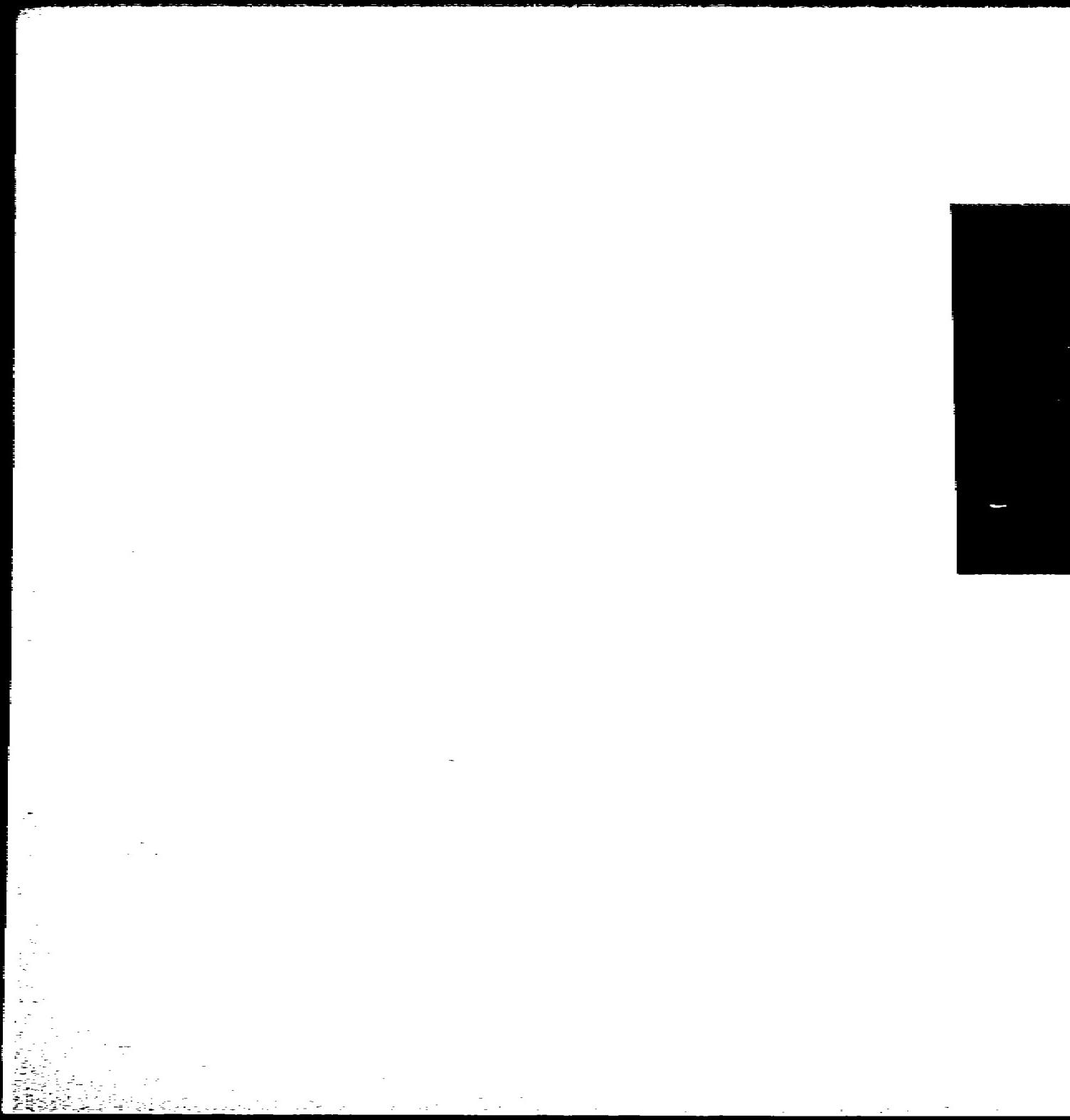
## **Materials**

several sizes of paper  
assorted drawing materials  
cellophane tape

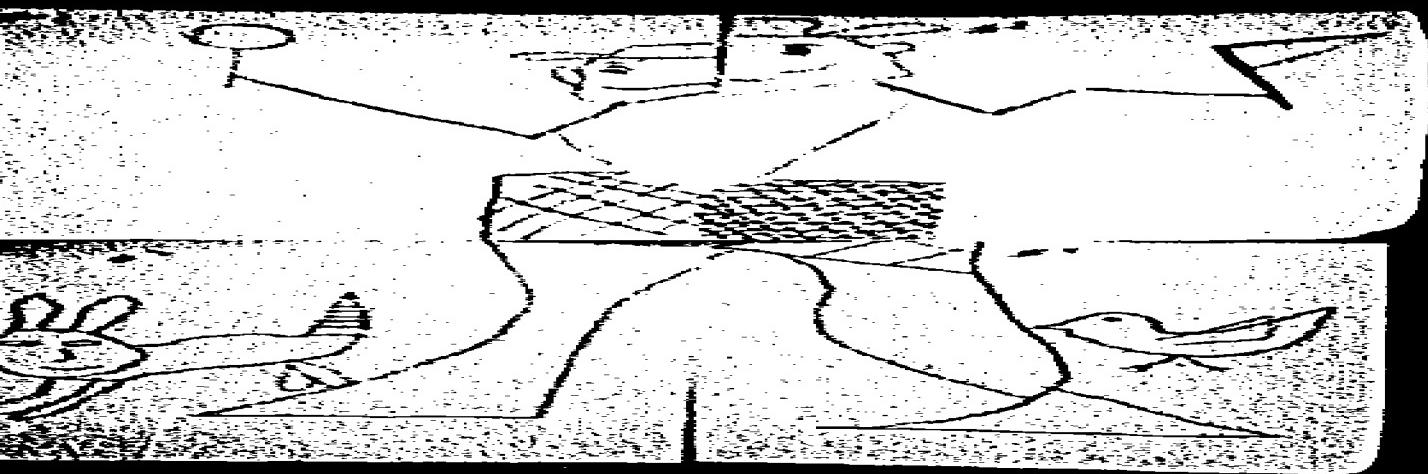
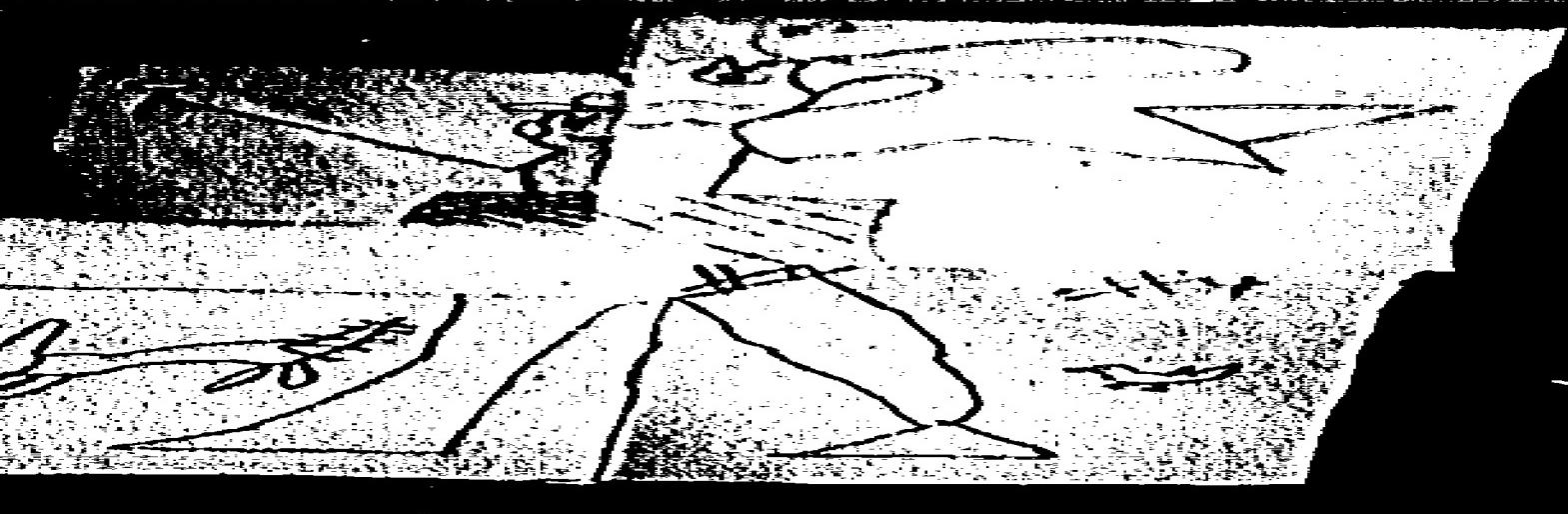


The teacher made this drawing on 18" x 24" paper and hung it in front of the class. He had the children number off in turn, so that each child was 1, 2, 3, or 4. Then he told the class that each child was to copy the quarter of the drawing with his number on it.

When they were finished, the teacher told the children to get together in groups of four, with one of each number.



"Now, fit your quilt  
make a whole quilt.  
Here are some of



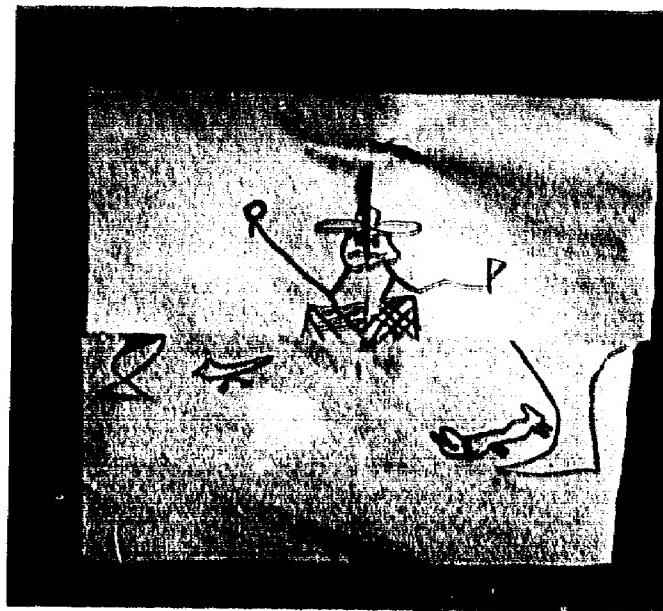
quarters together and see if you can  
sture."

of the results:

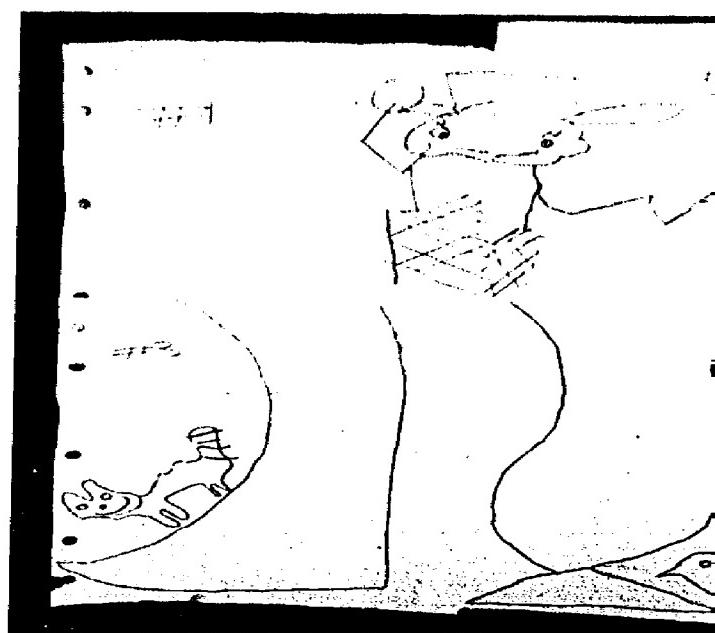
"We should all have used the  
same size paper."

"We should all have used a  
pencil."

"You have to decide where  
the lines meet."



"You have to decide how big  
you're going to draw."





# **can a small group make a map of the room?**

## **Materials**

drawing materials—pencils, crayons, etc.

paper

rulers

cellophane tape

What should the members of each group decide before they begin?

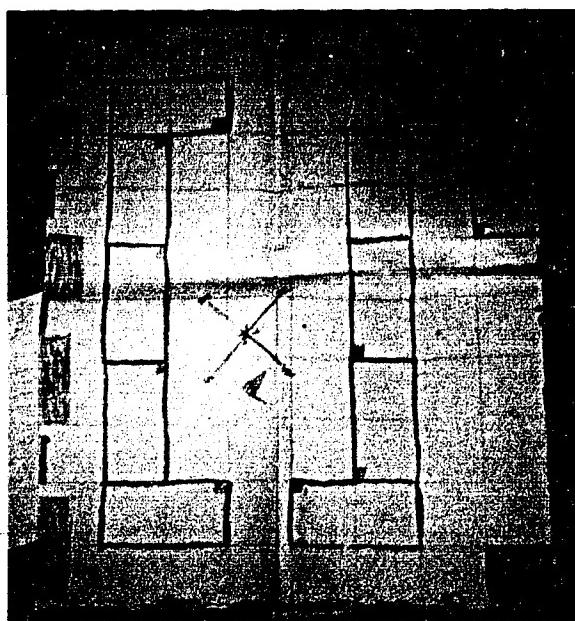
"How big things are going to be."

"You all have to look from the same place."

"Everyone draw with the same thing on the same size paper."

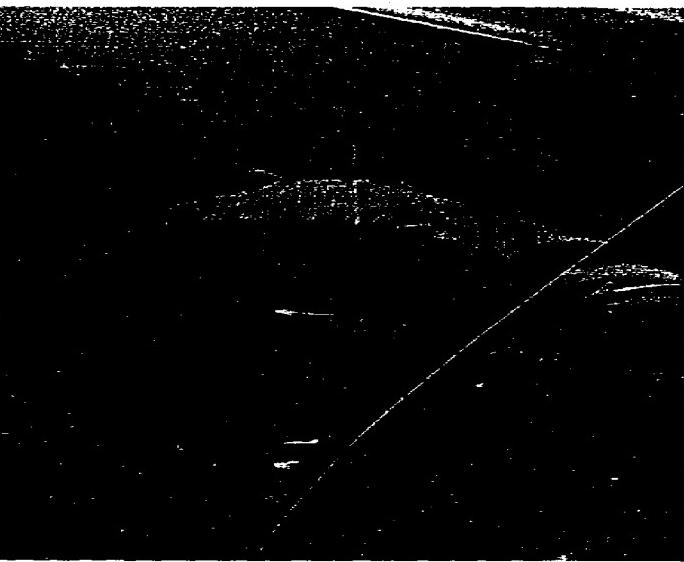
What did you find out?

"If you use big graph paper, you can make the parts fit together exactly."



**"We measured the size of things right, but  
we didn't figure out where they went."**

**"You don't have to fit pieces together if  
you draw on the same piece of paper."**



**13**

**14**

**"You can show the room better if you build it."**



# can you draw a map of your route from school to home?

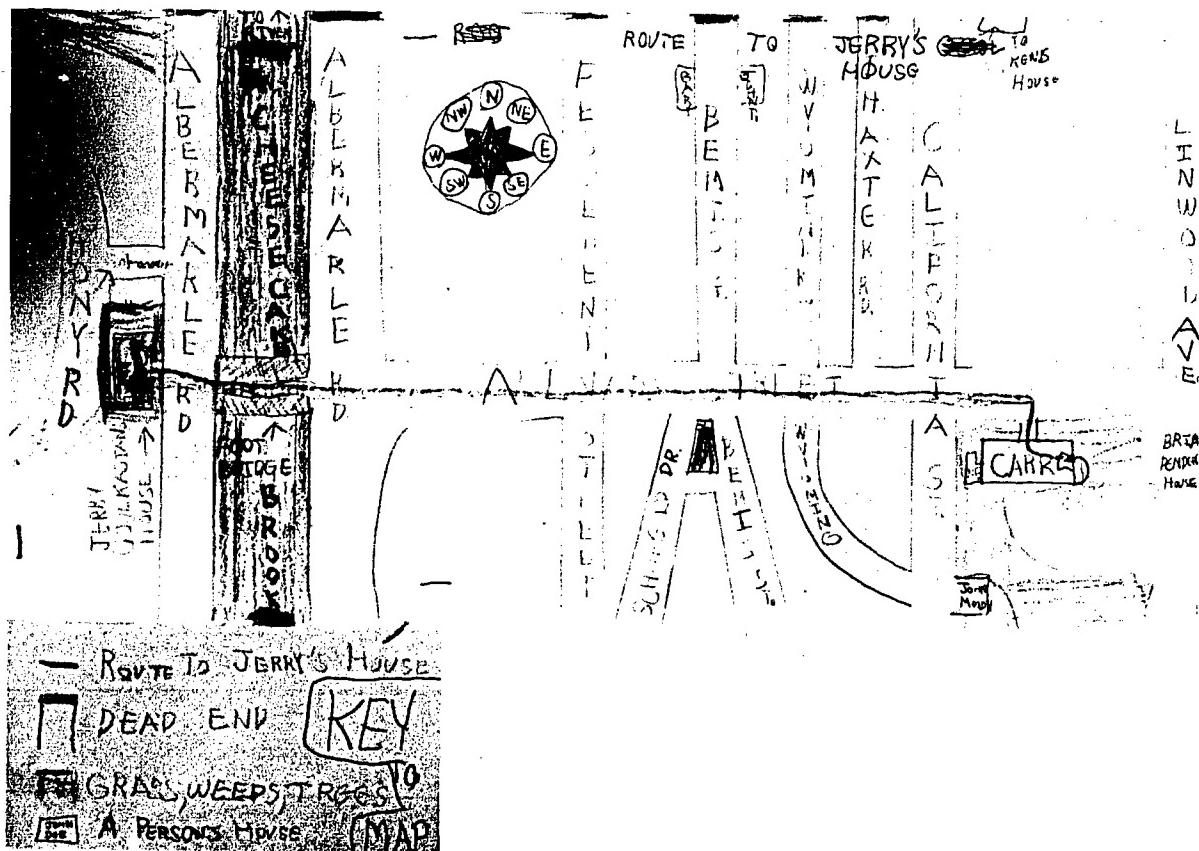
## Materials

drawing materials  
paper

What things are important to put on your map?

- "A key."
- "Street names."
- "Symbols."
- "A compass."
- "Landmarks."

Should the important things look bigger than the other things?

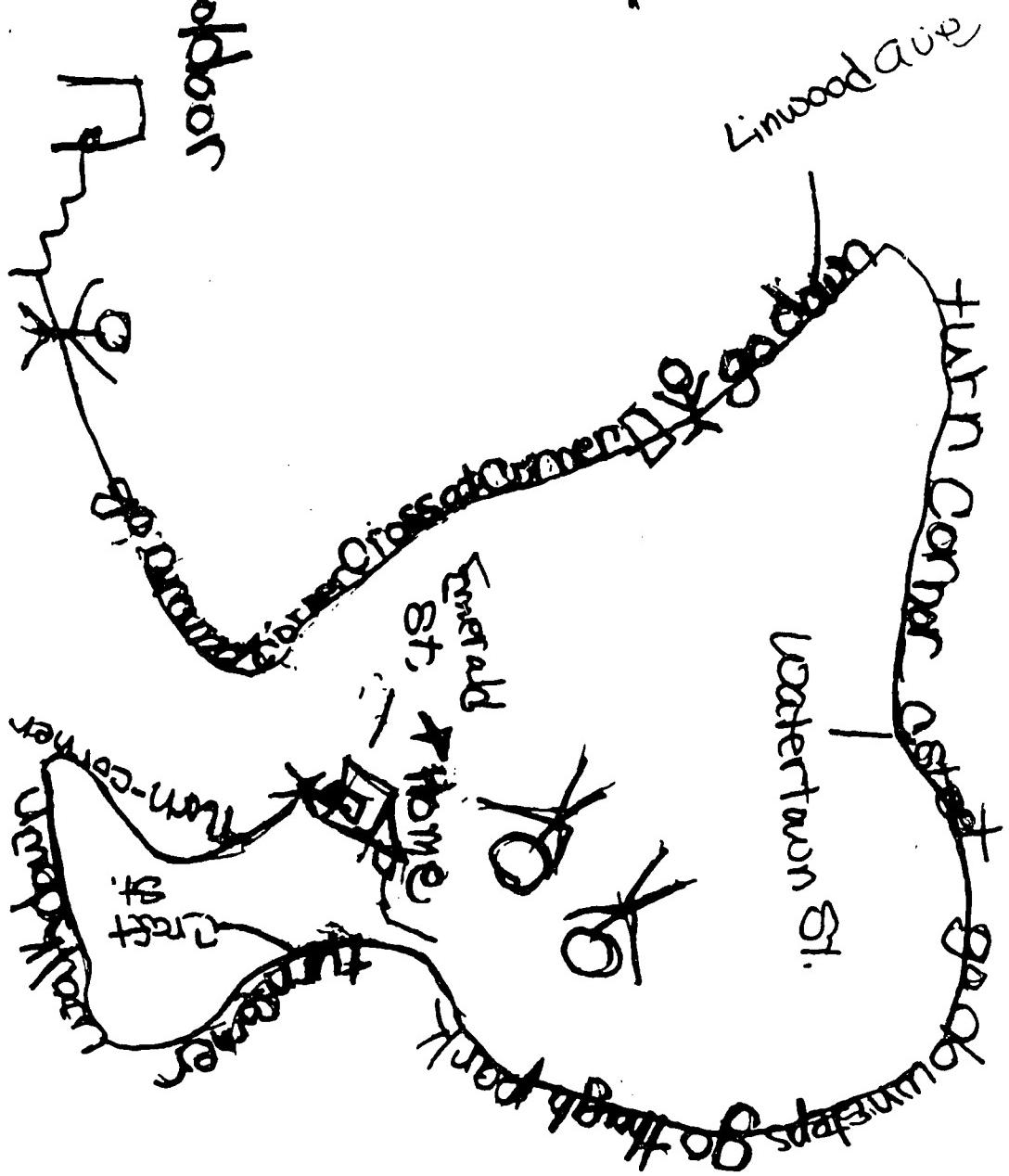


15

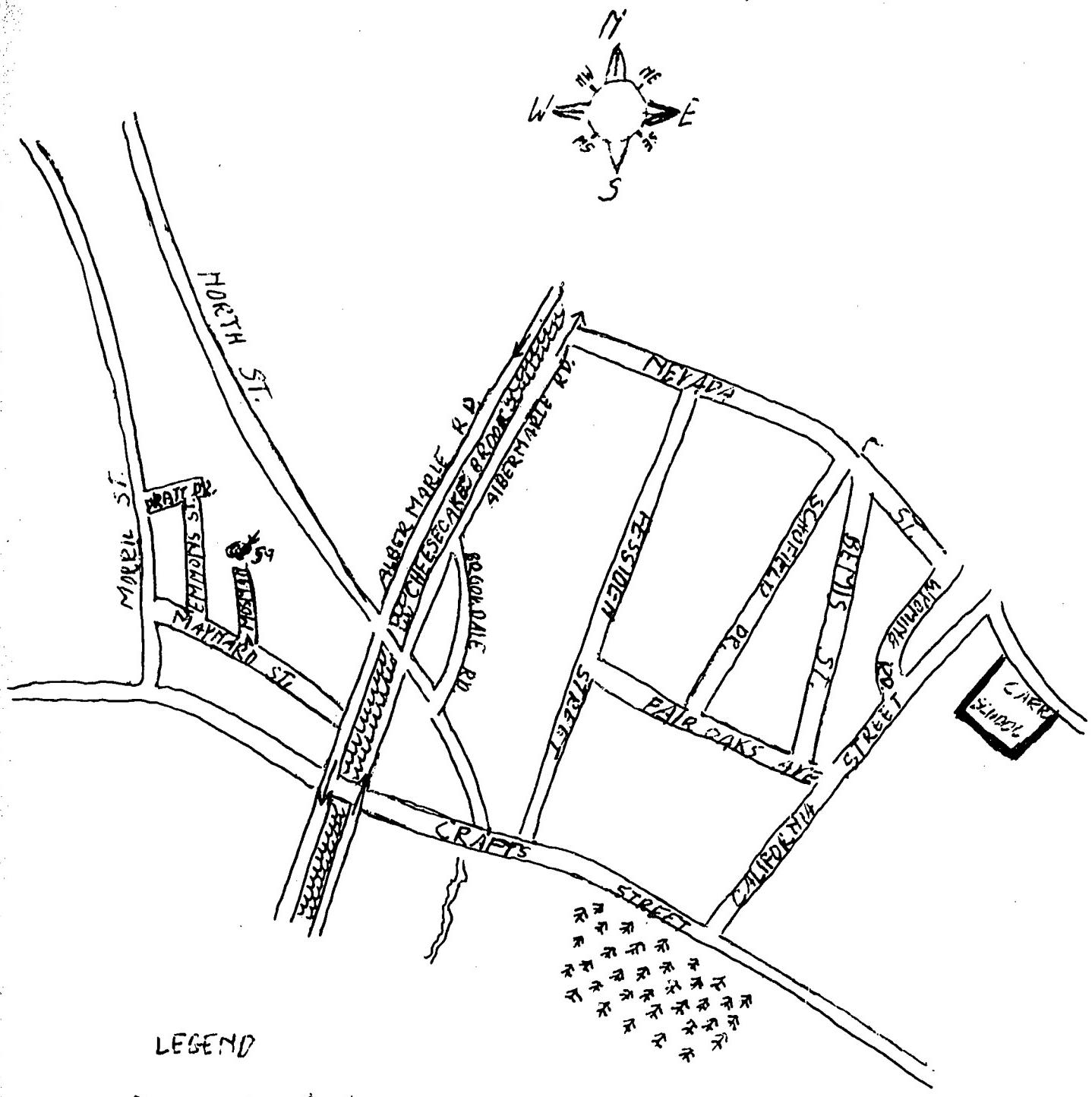
16

Which way is up?

# Map



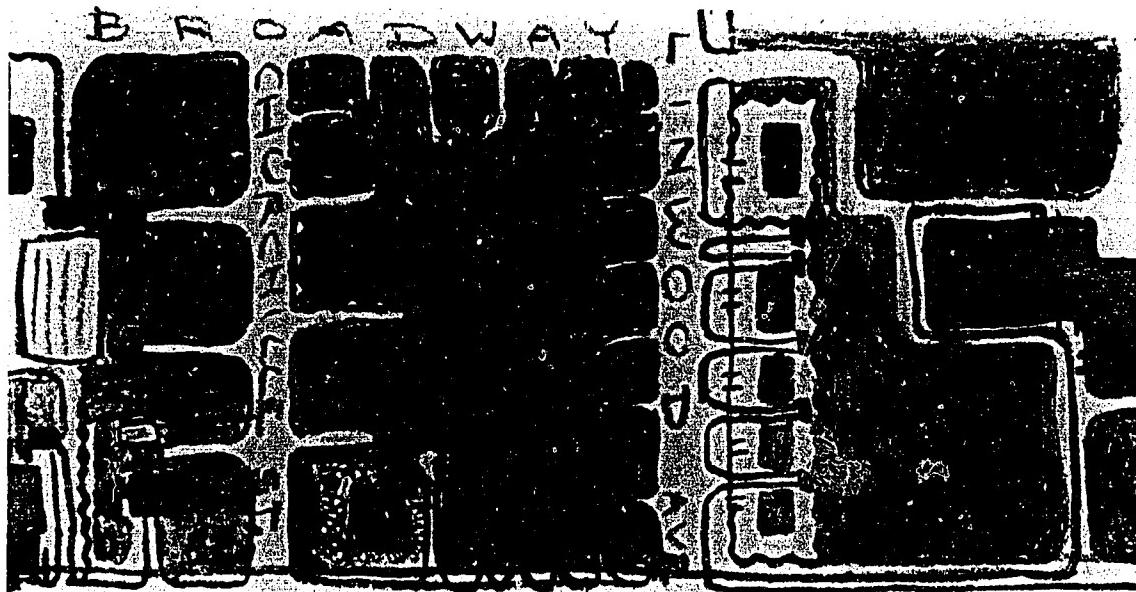
by Connie Lupo



#### LEGEND

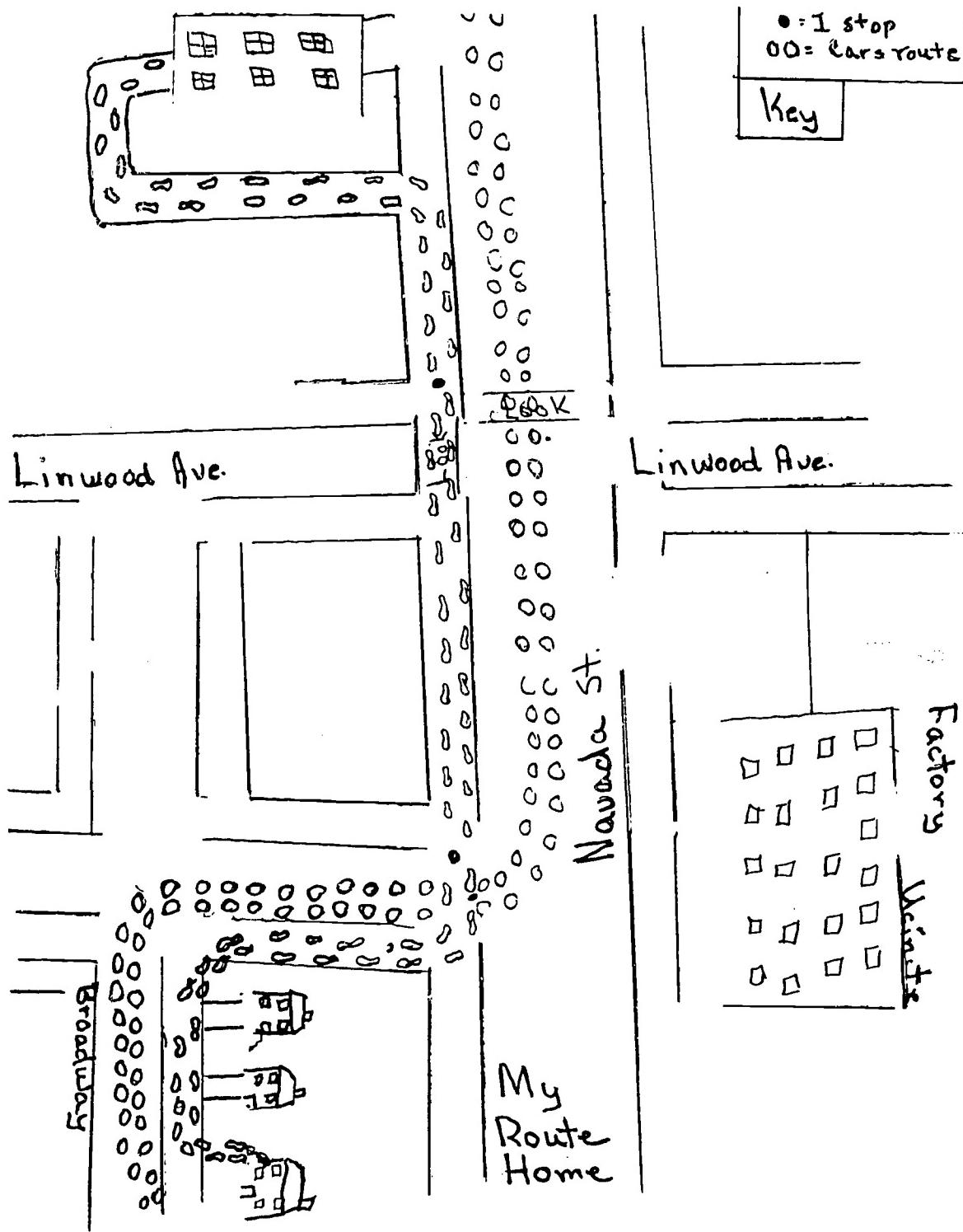
- One way streets
- ↔ Brook
- ↑↓ Forest

18



## NEVADA ST.

- |                         |             |
|-------------------------|-------------|
| - houses                | - bushes    |
| - garages               | - garden    |
| - fences                | - grass     |
| - driveways             | - tree      |
| - streets               | - entrances |
| - the route I take home |             |
| - my house              |             |
| - school                |             |



# can the whole class make a map of the room?

## Materials

paper (all one size)

drawing materials—pencils, crayons, etc.

measuring tape or yardstick

cellophane tape

After some discussion about how to begin such a project, the class decided to divide the room into 30 parts—the number of children in the class. Each student was assigned to one section.

	E	D	C	B	A	
5	G	L	P	SQ	SG	SV
4	RK	BP	AG	DG	R.G.	4
3	GV	NG	EB	LC	PR	3
2	RA	DA	SC	K.B	RB	2
1	Jm	LW	K.B	PM	JG	1
0	BF	SC	DC	CM	EF	0
	E	D	C	B	A	

Ronald Alden E2  
Lee Winick D1  
Roger Hannard E4  
Paul Molley G1  
John Chalifson D6  
Elana Belli C3  
Hannah Bell C1  
Susan C. Faldo 2C  
April Goodwin C4  
Cory V. E3  
Beverly Backus D4  
Donald Arpino D2  
Steven Viscio E5  
Laurel Chilien D5  
Ruth Rose 3B  
Sarah Callahan A  
Sarah Green S8  
Donna Carpenter D.C.  
Gillian Lusk D.A.  
Richard Muller Y.A.  
Shirley Gantner S  
Debra Miller Y.B.  
Cathleen McCarthy D6  
John Moore G1  
Henry Billings D2  
Nancy Schaeffer D3  
Connie Lippert D5  
Lee Ellen Baumgarten D6  
Loretta McVernon D0

### Color Chart

The walls are turquoise.  
 desks - brown  
 chair - gold  
 blackboard - green (dark)  
 Mr. Whittemore - brown & gold  
 sofa - blue (carolt)  
 girls - pink (magenta)  
 bookcase - red velvet  
 radiator - black  
 closet - turquoise  
 window - red  
 climate - gray  
 door - yellow green  
 thermometer - orange  
 bulletin board - blue violet  
 fire blanket - red  
 clock - turquoise  
 movie screen - black  
 Mr. Whittemore coat - Pearl & Gold  
 interior - blue  
 globe - yellow  
 little thermometer - red  
 flag - blue  
 flower - orange

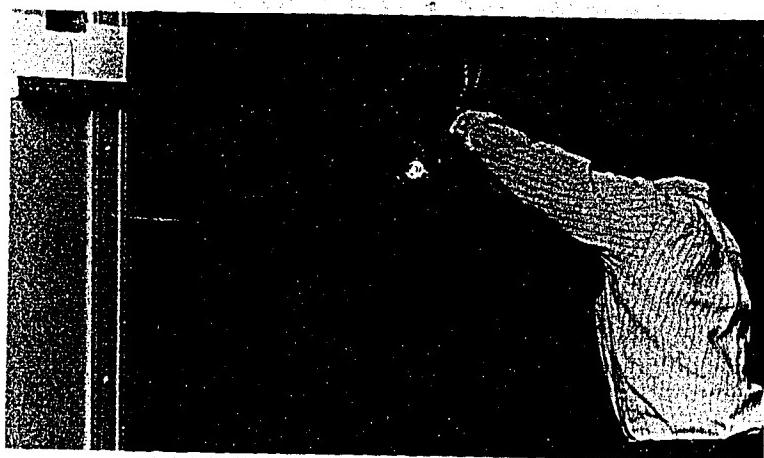
### Key for Everyone in Room

#### Key

•	book
○	girl
■	desk
—	chair
—	blackboard
—	radiator
■■■	closet
■■■	Mr. Whittemore coat
■■■	cabinet
■■■	window
■■■	door
key	
■■■	thermometer
▲	
↑	
○	clock
■	
★	
●	

They made a key so all the symbols and colors would mean the same thing.

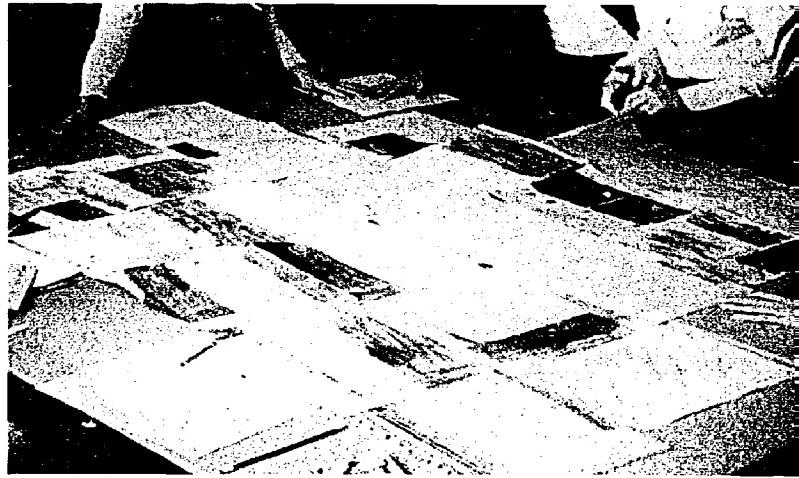
Then everyone set to measuring. The room was 20' x 25', so everyone's section was 4' x 5'. The scale chosen was about 2 inches to 1 foot (1:6).



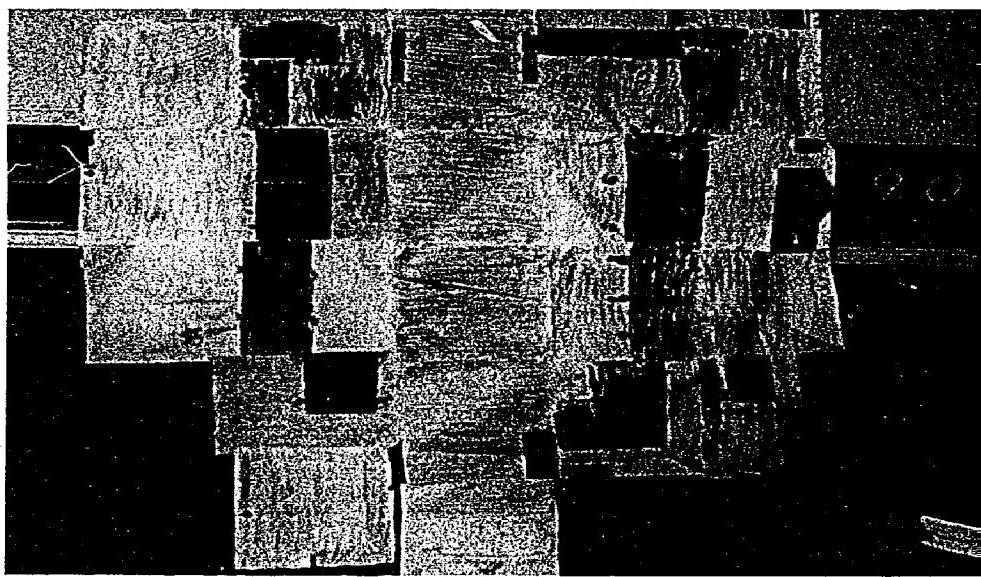




"Which way is up?"



"Let's do it again."



24

25